**K-5 Math Lesson Plan**

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| **Teacher: Archer** | | | **Grade: 3rd** | | | **Date(s)**: Day 13 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Task** | | |
| **Essential Question(s): Why do I need to know multiple strategies to add and subtract numbers? What strategies can I use to add and subtract multi-digit numbers? How do I read and comprehend for the purpose of finding specific, relevant information to solve addition and subtraction problems?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Reunion pack overhead** | | **Student:**  **100 boards**  **Menus**  **Highlighters**  **Play money**  **Copies of Reunion pack** | | | **Addends, sum, difference, regrouping, round, estimate** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x 1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning.  x | **Common Core State Standards: 3NBT1 Use place value understanding to round whole numbers to the nearest 10 or 100. Use strategies to solve addition and subtraction problems.** | | | | | |
| **I Can Statement(s): I can add and subtract numbers with regrouping up to 3 digits. I can round a number to the nearest 10 or 100.** | | | | | |
| **Activating Strategy/Hook:**  Class problem: Three friends go to Pizza Inn. They have $25 to spend on their meal. An individual pizza costs $6. Each topping cost $1. If two friends each gets a pizza with two toppings, and one friend gets a pizza with only one topping, will they have enough money to pay for it all? (yes) How do you know? | | | | | |
| **Teacher Directed:**  The teacher will lead a brief discussion of what decisions groups have already made in planning the Smith Family Reunion. What location did they choose? Why? How much did it cost? What food and drink did they choose? What clues in the text helped them choose it? (Mr. smith does not eat meat.) How much money do they plan to spend so far? How much money will they have left? What is left to plan for? | | | | | |
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| **Guided/Independent Practice:** The teacher will work with small groups that need guidance on this task, while other groups work independently. Students will pair up in heterogeneous partner groups to read Interview with Mrs. Smith with the purpose of finding the relevant information that will now help them decide what party favors they will plan to buy. Why did you choose those (citing sources)? This should be labeled and written in complete sentences in their Math journals. How much money will the family have left after the favors are bought? Is the money left over enough to buy something else in the catalog the family could use for the reunion? Should the left over money be spent or just returned to Mrs. Smith? Why? | | | | | |
| **Closing/Summarizing Strategy:**  Students will check that they have answered everything in the Party Proposal and Budget Breakdown sheet. They will present their reunion budget to “Mrs. Smith.” Students will listen and critique whether the proposals cover everything Mrs. Smith asked for. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * What else might the Smith family need for their reunion? Is the money left over enough to pay for it? How could you revise the budget to get more for the family? | | | * From the interview notes, teacher will highlight the “must haves” for the reunion. * Limit the number of party favors to 1 option. * Read the interview notes aloud to the student | | | * Use the same color of highlighter to highlight the portions of the interview and catalog that both relate to the reunion *location*, another color for the menu information, and another color for the party favor information.   Choose one of the three reunion locations to teacher model, using “Think |
| **Assessment(s):** Teacher will read and analyze students’ **Party Proposal** sheets**.** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |